

Summative Turnaround Principle Rubric

Turnaround Principle #7- Effective Use of Time

EFFECTIVE USE OF TIME						
TURNAROUND PRINCIPLE 7		Redesign time to better meet student and teacher learning needs and increase teacher collaboration focusing on improving teaching and learning.				
INDICATORS		Sources of Evidence	1 Ineffective	2 Improvement Necessary	3 Effective/Implemented with Fidelity	4 Highly Effective
7.1	The master schedule is clearly designed and structured to meet the needs of all students.	<ul style="list-style-type: none"> Master schedule Professional development plan School climate surveys 	The master schedule has errors causing confusion regarding student assignment.	The master schedule is complete and all students are enrolled in level appropriate classes on the first day of school.	The master schedule is ready for distribution to teachers and students before the first day of school; it ensures core content areas have sufficient time allocated at a time when learning is best for students.	The master schedule maximizes instructional time for core content areas aligned to the latest research and is ready for distribution to teachers and students before the first day of school, and also allows for credit recovery that does not interrupt core content time.
			The school does not know where students should be enrolled, therefore many students are not enrolled in appropriate classes on the first day of school.	Most students are enrolled in level appropriate classes on the first day of school, however many changes are required.	Students are enrolled in level appropriate classes on the first day of school with few changes required.	All students are enrolled in level appropriate classes on the first day of school (no changes are required).
			The schedule is based on teacher availability, not student need.	The schedule aims to protect academic learning time with limited interruptions. The principal designs a schedule for teachers and students that will be adjusted as needed.	Instructional time is protected with few interruptions.	Instructional time is protected with only urgent interruptions.
			Transition times are not well executed and waste instructional time.	Transition times are orderly and efficient.	Transition times are used effectively to maximize learning.	Transition times are orderly and efficient and effectively maximize learning time.
7.1	The master schedule is clearly designed to meet the intervention needs of all students who are two or more years behind in ELA or Mathematics.	<ul style="list-style-type: none"> Master schedule Samples of individual student schedules Scheduled intervention time School climate 	The school has not enrolled students in intervention programs to address the needs of students two or more years behind in ELA or Math.	Some students two or more years behind ELA or Math are enrolled in intervention programs, though the time allocated might not meet research-based guidelines.	At least 85% of student who are two or more years behind in ELA or Math are enrolled in interventions programs with sufficient time allocated to allow for implementation fidelity.	All students who are two or more years behind in ELA or Math are enrolled in intervention programs with sufficient time allocated to allow for implementation fidelity.
			The master schedule dictates the instructional time students receive rather than student needs dictating the master schedule.	The master schedule is rigid, making reintegration into grade appropriate core content classes cumbersome and complicated.	The master schedule has sufficient flexibility to allow accelerations, interventions and/or return to core content areas.	The master schedule has sufficient flexibility to allow for students to enter and exit interventions throughout the year.

		surveys	Diagnostic assessments are not used. Instructional time for interventions does not account for research-based practices.	The master schedule has students two or more grade levels behind in classes that are not level appropriate due to a lack of diagnostic assessments (e.g. at grade level).	The master schedule has sufficient flexibility to allow for diagnostic assessments to target students two or more years below grade level.	All students two or more years below grade level receive diagnostic assessments.
7.3	The master schedule is clearly structured and designed to meet the professional development needs of staff.	<ul style="list-style-type: none"> Master schedule Professional development plan Minutes of teacher meetings 	Teachers do not have a scheduled time for grade/content meetings.	Teachers have time scheduled for grade/content level meetings.	Teachers have planning time for grade/content level meetings, as well as vertical staff collaboration.	Teachers have on-going consistent and sufficient times for grade/content level meetings, as well as vertical staff collaboration.
			The master schedule does not include opportunities for teachers to learn from others.	The master schedule includes opportunities to learn from others outside the teacher's community.	The master schedule includes opportunities to learn from peers and other experts through job-embedded professional development.	The master schedule requires teachers to learn from each other, as well as experts in the field through job-embedded professional development.
			Teachers choose what to do during teacher collaboration time.	The principal creates a basic calendar of teacher collaboration time.	Topics for the use of teacher collaboration time are clearly outlined and aligned to the goals of the School Improvement Plan.	Topics for teachers collaboration time are clearly outlined and aligned to the School Improvement Plan and the master schedule takes advantage of time such as assemblies, faculty meetings and duty schedules, to provide teacher release time for the purpose of professional development.

